

Big6 by the Month

**Delivering Essential
Information Literacy
Learning to All
Students**

Task Definition

Agenda



- 1) Brief review of ***Big6 by the Month***
- 2) Defined: Task Definition Objectives
- 3) Predictable: Schedule; Lesson Ideas
- 4) Measured: Assessment Tools
- 5) Reported: Options for Each Audience

Implementing Big6 by the Month

1. DEFINED: For each month, determine 2-8 power *Grade Level Objectives* based on the designated *Big6/Super3* stages.
2. PREDICTABLE: Adopt, and adapt the *Big6 by the Month* schedule to your own school setting and calendar.
 - For each month, link to classroom/subject areas:
 - » if available, use existing curriculum or curriculum mapping info.
 - » if necessary, conduct *Assignment Mapping*.
 - For each week, develop instructional lessons based on *Grade Level Objectives* linked to *classroom assignments*.
3. MEASURED: For each month, develop *Big6/Super3 Assessment* (approach, evidence, criteria) based on *Grade Level Objectives* and linked to classroom assignments.
4. REPORTED: Determine audience and means of *reporting* to that audience to document and communicate performance.

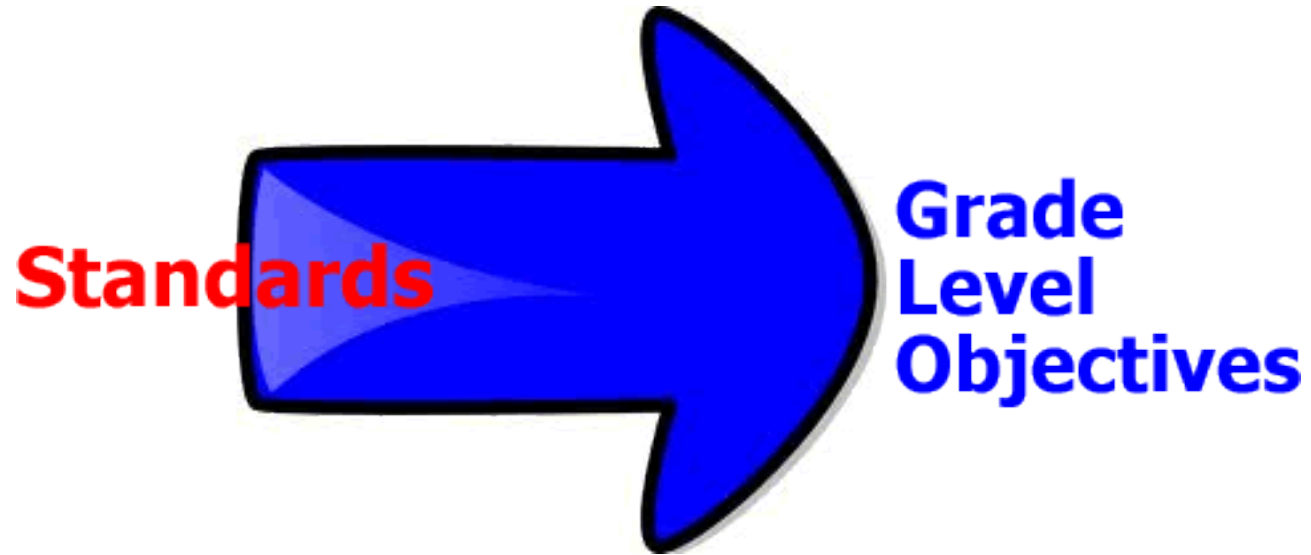
Big6 by the Month



Comprehensive information literacy
that is:

- ✓ **Defined**
- ✓ **Predictable**
- ✓ **Measured**
- ✓ **Reported**





Task Definition



ICT Literacy Standards

AASL	1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
ACRL	1.1 Defines and articulates the need for information.
TRAILS	1. Develop topic.
ISTE NETS	3a plan strategies to guide inquiry 4a identify and define authentic problems and significant questions for investigation

Big6 by the Month (2012) . Compiled by Janet Murray from "AASL Standards for the 21st-Century Learner." © 2007. American Association of School Librarians. <<http://www.ala.org/aasl/standards>>; "Information Literacy Competency Standards for Higher Education." © 2000. Association of College and Research Libraries. <<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>>, TRAILS: Tools for Real-Time Assessment of Information Literacy Skills <http://www.trails-9.org>, and ISTE. *National Educational Technology Standards (NETS-S) for Students*. The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com



Task Definition

Related Common Core Standards	
Writing	7. Conduct short as well as more sustained research projects based on focused questions , demonstrating understanding of the subject under investigation.
Mathematical Practices	<p>1. Make sense of problems and persevere in solving them: ... plan a solution pathway</p> <p>4. Model with mathematics: ... apply mathematics to solve problems arising in everyday life</p>

Task Definition



Look at ***your*** state's content standards:

<http://www.educationworld.com/standards/state/index.shtml>
and/or the Common Core corestandards.org

Can you find standards related to task definition?

1.1 Define the information problem

1.2 Identify information needed



Task Definition

1.1 Define the information problem.

Look at *your* state's content standards: <http://www.educationworld.com/standards/state/index.shtml>

and/or corestandards.org. Fill in standards related to task definition.

Related Content Standards from the state of _____	
Language Arts	
Social Studies	
Science	
Other:	
Information Literacy	



Task Definition

1.2 Identify information needed.

Look at *your* state's content standards:

<http://www.educationworld.com/standards/state/index.shtml>

corestandards.org. Fill in standards related to task definition.

Related Content Standards from the state of _____	
Language Arts	
Social Studies	
Science	
Other:	
Information Literacy	

Month: October**Big6 Stage: Task Definition**

Grade Level Objectives	Grades						
	Cross-Grade Objective	K	1	2	3	4	5
	5.1 BM 4 Use a variety of digital and print formats for pleasure and personal growth.	A. identify personal interests	A. identify personal interests	A. identify personal interests	A. identify personal interests	A. identify personal interests	A. express personal interests
	1.1 Define the problem - problem or task identification	A. listen and retell problem or task	A. listen and retell problem or task	C. recognize the problem or task	C. recognize the problem or task	B. restate the problem or task in their own words	B. summarize task
	1.1 Define the problem - topic selection	C. listen and retell the topic	C. listen and retell the topic	A. identify topic	A. identify the topic	A. identify the topic	C. Broaden or narrow topic
	1.1 Define the problem - keywords	B. retell keywords	B. retell keywords	B. identify one or two keywords	B. recognize task-related vocabulary and keywords	C. use task-related vocabulary and keywords	D. list keywords from topic
	1.1 Define the problem - setting a plan for information problem-solving	D. listen to the steps needed to solve the problem or task	D. listen and retell the steps needed to solve the problem or task	D. retell the steps needed to solve the problem or task	D. Discuss the steps needed to solve the problem or task	D. formulate questions or steps needed to solve the problem or task	A. formulate questions or steps needed to solve the problem or task
	1.2 Identify the types and amount of information needed						1.1 E. list information requirements of the task

Month: October Big6 Stage: Task Definition

Grade Level Objectives	Grades					
	Cross-Grade Objective	6	7	8	9-10	11-12
	5.1 BM 8 Use and respond to a variety of print and digital formats for pleasure and personal growth.	A. express areas of interest	A. express areas of interest	A. express and justify areas of interest	A. explore a variety of formats based on personal interest	A. explore a variety of formats based on personal interest
	1.1 Define the problem - problem or task identification	B. summarize task	B. summarize task	B. paraphrase task	A. develop a range of questions	A. develop and refine a range of questions
	1.1 Define the problem - topic selection	C. broaden or narrow topic	C. broaden or narrow topic	C. broaden or narrow topic	D. Narrow/broaden the topic based on initial results	C. assess whether the problem is too narrow/broad and adjust accordingly
	1.1 Define the problem - keywords	D. identify keywords	D. identify keywords	D. identify or generate keywords E. confirm usefulness of keywords	B. formulate keywords C. validate usefulness of keywords	B. formulate and authenticate keywords within the problem
	1.1 Define the problem - setting a plan for information problem-solving	A. formulate questions or steps needed to solve the problem or task	A. formulate questions or steps needed to solve the problem or task	A. formulate steps needed to solve the problem or task		E. appraise depth and complexity of problem
	1.2 Identify the types and amount of information needed	1.1 E. list information requirements of the task	1.1 E. list information requirements of the task	1.1 F. Identify, list and interpret information requirements of the task	1.1 F Assess need for more or less information	

1.1 Define the information problem

- Use *your* state's content standards or the Common Core as background
- Determine 2-4-8 Power *Grade Level Objectives* per grade level

1.2 Identify information needed

- Curriculum
- School calendar
- Upcoming major assignments

Grade Level Objectives	GRADES						
	Cross-Grade Objective						



- Choose a topic; frame a question
- Identify keywords
- Make a plan

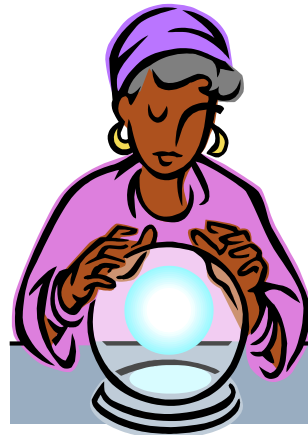
- **Facts**
- **Opinions**
- **Statistics**
- **Graphs**
- **Pictures**

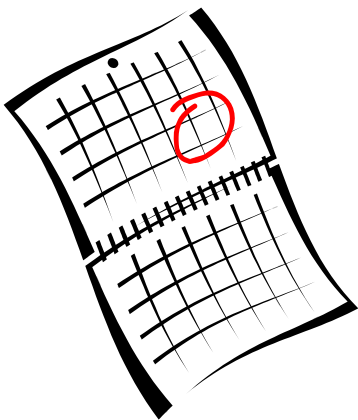
Big6 by the Month



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Big6 by the Month **Calendar**

Sept: Overview of the
process

Oct: Task Definition

Nov: Info Seeking
Strategies

Dec: Location &
Access

Jan: Use of Info

Feb: Revisit and
Reflect

Mar: Synthesis

Apr: Evaluation

May: Culminating
Activities

Predictable – Broad Planning Actions

- **Plan related to school/district calendar, schedule, organization of the school.**
- **Determine the scope of the monthly program.**
- **Connect to classrooms, subject areas, assignments.**
- **Identify 1-2 major assignments by grade/teacher.**
- **Develop TD lessons targeted to assignments/units.**

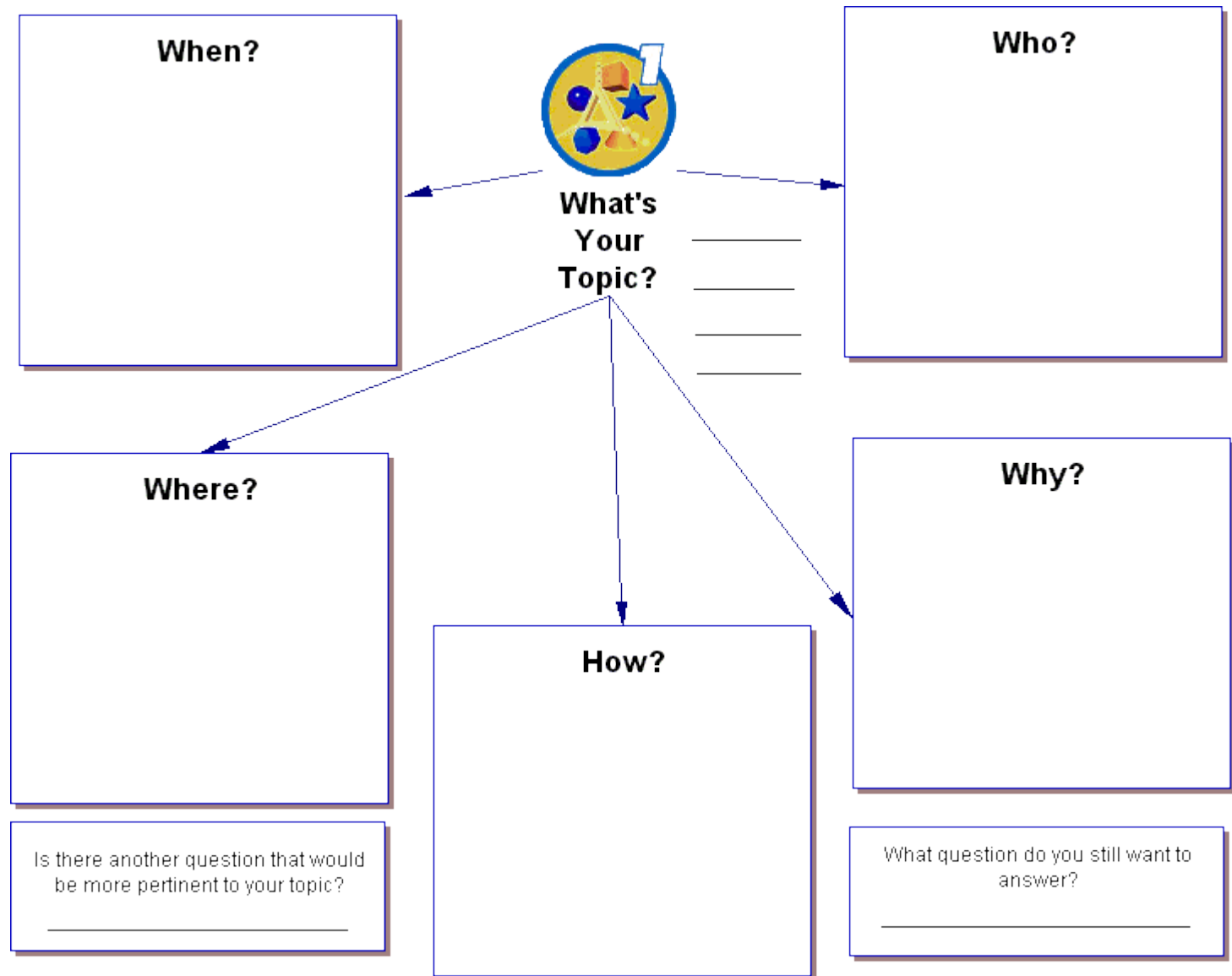


Task Definition



- ⇒ **Identify and understand key words in assignments**
- ⇒ **Gain comfort with test instructions, structure, and format**
- ⇒ **Use graphic organizers**
- ⇒ **Engage in time management**
- ⇒ **Listen or read and then restate assignments/tasks in your own words**
- ⇒ **Choose [topic] from a list and justify “why”**
- ⇒ **Break down an assignment into component parts**
- ⇒ **Use assignment or project organizer**
- ⇒ **Give LESS rather than more direction on assignments**
- ⇒ **Have students restate or rewrite the task in their notebooks**
- ⇒ **Consider info needs in terms of primary, secondary, and tertiary**

Use a graphic organizer



October – Elementary TD (1.1) Lesson in Context

Big6 Stage: Task Definition – 1.1 Define the problem

Grade Level: 2-4

GL Objective: Listen and retell the problem or task

Subject Area: Science

Unit Focus: Weather: Cloud Types

Subject Area Lesson Goal:

Student(s) will create an illustration including: labeled pictures of at least three different cloud types and one fact about each cloud type. *Example: Cirrus clouds are thin and wispy and are usually found at heights higher than 20,000 feet.*

Learning Activity:

1. The whole class creates a KWL (Know, Want to Know, Learn) chart related to cloud types.
2. From the W part, whole class generates a “Task Definition Statement” including:
 - the goal of the assignment
 - the types of information needed
 - how students will complete the assignment

Assessment:

- Evidence: Responses of the whole class
- Criteria: How easily the students complete the W part

7.11 Article—Activate a Big6™ Tool to Improve Learning (Grades 7–12)

by Bob Berkowitz

Here is a recipe for improvement. It's a twist on an old idea. Maybe you have used a "KWL" graphic organizer before, but one Big6 modification links a series of questions to your research goal. To the old "KWL" Chart, simply add an "H." That one change can turn an old idea into a new, best strategy when you need to make sense of your task and organize a lot of information—its now a "KWHL" Chart.

K—Stands for what you KNOW about the subject.

W—Stands for determining what you WANT to learn.

H—Stands for HOW you can learn more (sources where additional information on the topic can be found).

L—Stands for identifying what you LEARN as you read.

The KWHL Chart is a simple, yet effective organizer that you can use for planning and gathering information. Specifically, the KWHL Chart is useful when you need to access prior information on a topic or theme, identify needed primary and secondary resources, develop a plan for accessing resources, identify attributes and characteristics to research, and take notes on what you are learning.

The KWHL Chart is an excellent tool you can use as a plan for investigation. A KWHL inquiry chart can include questions about predictions and/or implications. Additionally, these charts can be used as a basis to formulate a hypothesis, or research question, with confirmation or refutation as your research progresses.

Throughout the research process add information to your KWHL Chart. One trick you may want to try is to use different color marking pens each time you add information to the chart. This technique will give you a visual representation of the knowledge acquired throughout your research experience.

An example of a KWHL Chart has these headings:

- "What we know about _____,"
- "What we want to learn about _____,"
- "How can I find information about _____,"
- "What we learned about _____," and
- "How This Relates to Us."

Other questions you can ask in a matrix format are shown in the example below.

- What do I already know?
- What do I want to find out?
- How am I going to find out?
- What did I learn?

October – Elementary TD (1.2) Lesson in Context

Big6 Stage:	Task Definition – 1.2 – Identify the information needed
Grade Level:	4-6
Objectives:	Understand the nature (kinds, types) of information needed
Subject Area:	Social Studies
Unit Focus:	Regions of the United States

Subject Area Lesson Goal:

Student(s) will work in small groups to research and create a presentation on one of the six regions of the United States (the Southwest, the Southeast, the Northeast, the Middle West, the Mountain States, the West). Each group must use at least four information sources.

Learning Activity:

1. Each group creates a “bubble map” graphic organizer listing ALL the types of information they may possibly use.

Assessment:

- Evidence: Bubble map
- Criteria: Extent and completeness of bubble map

Use a graphic organizer

Concept Maps www.SmartDraw.com

Make Easy Concept Maps See Examples. Free Download!

Blank Maps For Teachers www.webcrawler.com

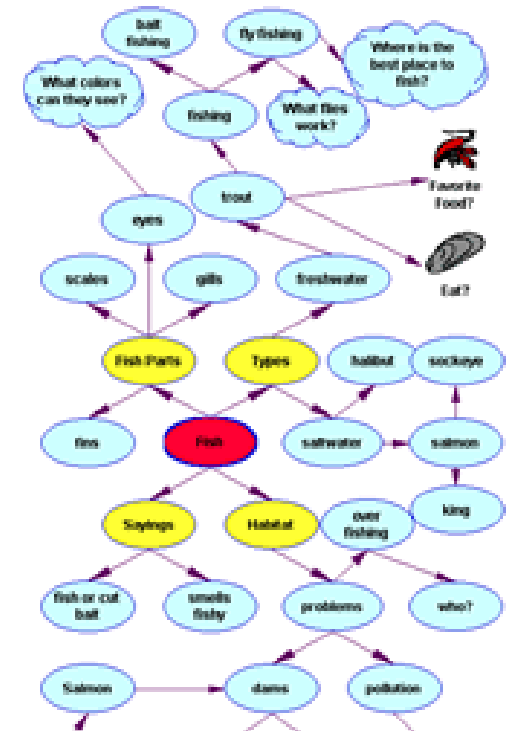
Find more sources/options for what your looking for

Guide ELL Instruction CTB.com/LASLinks

with LAS Links Instructional Guidance lesson plans from CTB.

Kidspiration www.inspiration.com/kidspiration

K-5 visual learning tool organize & diagram ideas



<http://www.graphic.org/goindex.html>

October – Secondary TD (1.1) Lesson in Context

Big6 Stage: Task Definition – 1.1 Define the problem

Grade Level: 7-10

GL Objective: Key words – identify and define key words in assignments

Subject Area: Mathematics

Unit Focus: Solving Story Problems

Subject Area Lesson Goal:

Student(s) will use math computations to correctly solve math story problems.

Learning Activity:

1. Students will be given 8-10 math story problems.
 2. Students will work with partners to read each problem and identify the key words that tell what they must do.
 3. Class will regroup and create a list of “key words” for math story problems.
- EXTENSION- Students will fill out Jansen’s Assignment Organizer.

Assessment:

- Evidence: Quiz on keywords
- Criteria: Accuracy – aiming for 75% correct

Use an assignment organizer – from Barbara Jansen

Big6 #1 Task Definition

Determine a purpose and need for information—What am I supposed to do?

What information do I need in order to do this? (Consider listing in question form.)

You will most likely find interesting additional information as you use the resources. List below information that you feel you need to know at this time.

-
-

<http://library.sasaustin.org/assignmentOrganizer.php>

October – Secondary TD (1.2) Lesson in Context

Big6 Stage: Task Definition – 1.2 Identify the information needed

Grade Level: 11-12

GL Objective: types of information – recognize information requirements

Subject Area: Literacy/Social Studies

Unit Focus: Community

Subject Area Lesson Goal:

Students are working on major, culminating “research” projects.

Learning Activity:

1. The teacher discusses Big6 1.2 – identifying the information needed:
 - (a) How this is different from Big6 2.1/2.2 which focuses on sources.
 - (b) How focusing on 1.2 can save time and effort *and* help them to get a better result/grade.
2. The class brainstorms items for a Big6 1.2 Checklist – e.g., amount of info, nature (text, graphic, numerical), primary vs. secondary. The class discusses the items and finalizes the checklist.
3. The class breaks into groups. Each group is to complete a checklist for 4 culminating assignment scenarios (provided by the teacher)

Assessment:

- Evidence: The Big6 1.2 Checklists – one for each group
- Criteria: Complete, Insightful



Big6 by the Month

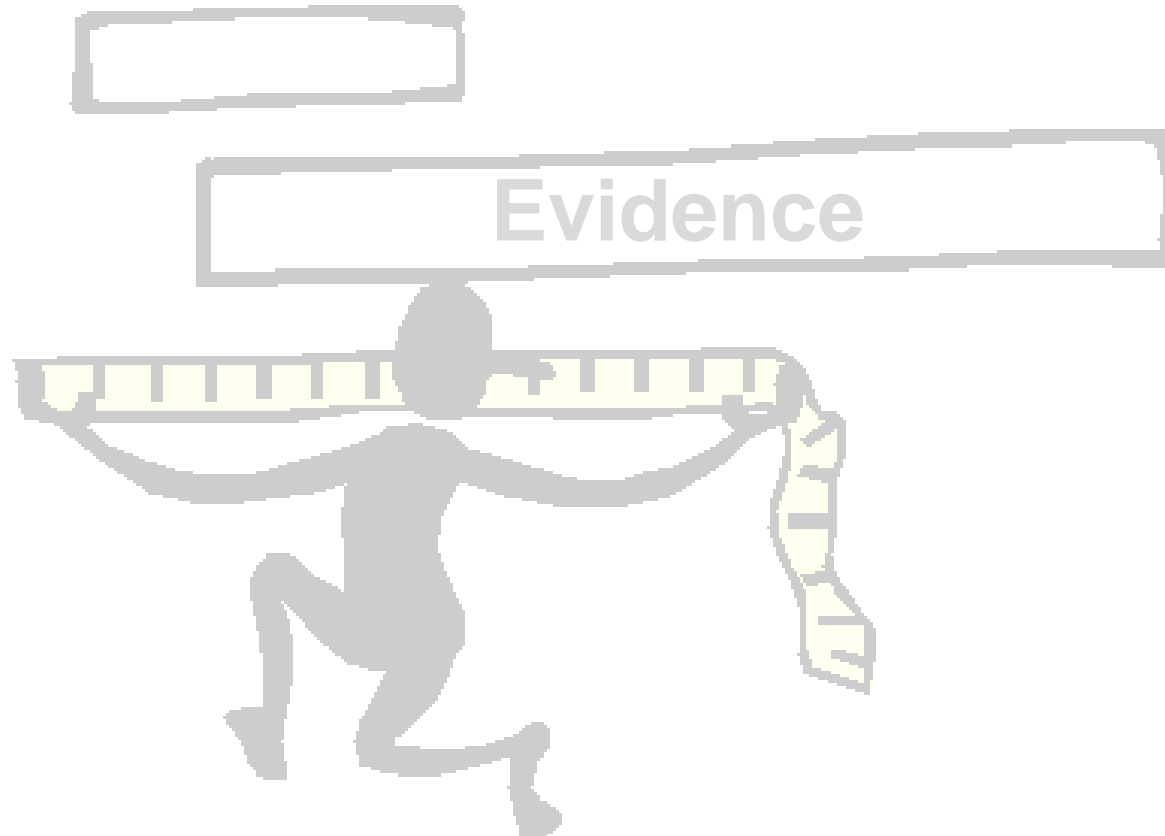
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Measured

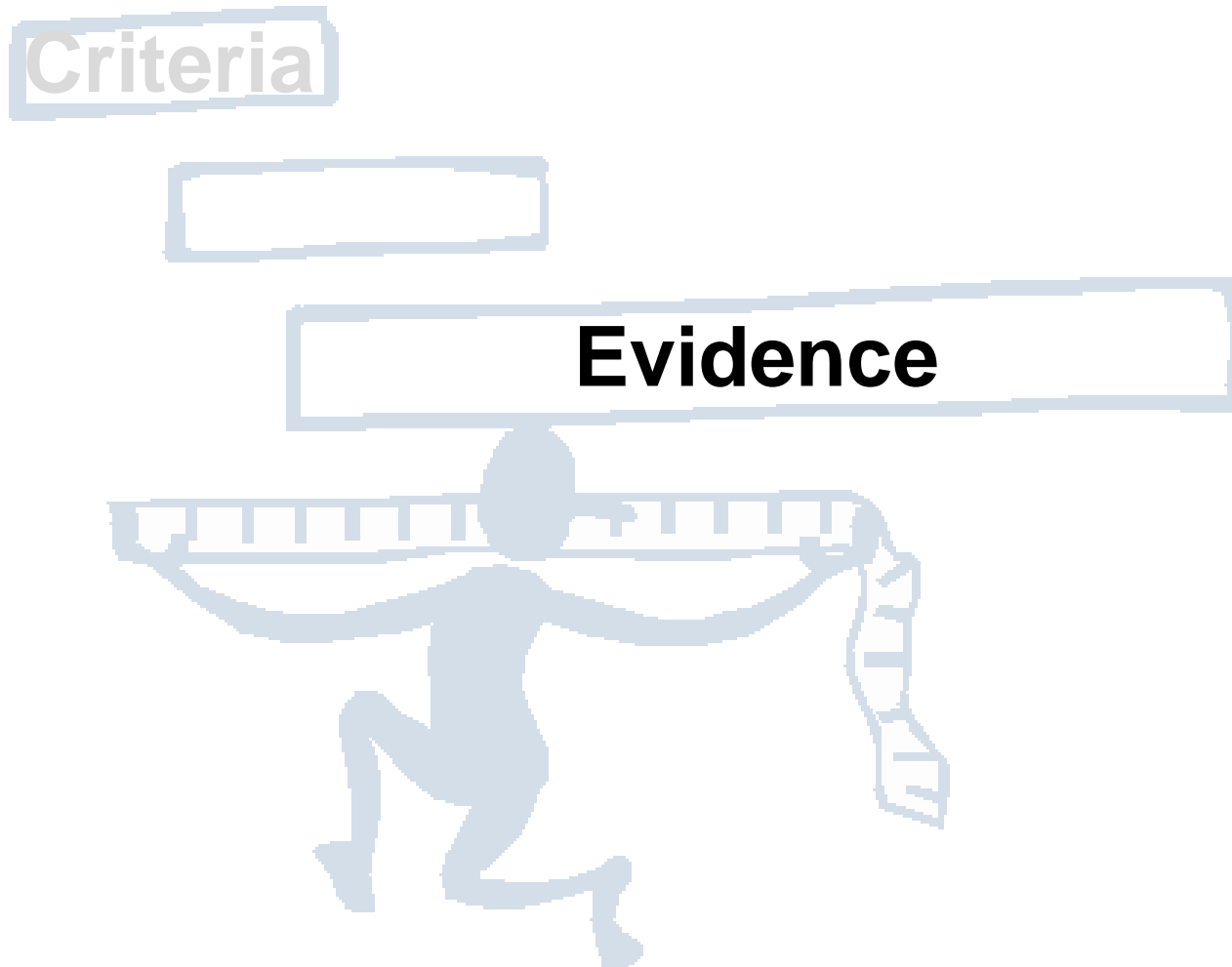
Criteria



Criteria

- ☐ **Completeness**
- ☐ **Frequency of Display**
- ☐ **Depth of Understanding**
- ☐ **Accuracy**
- ☐ **Logic**
- ☐ **Organization**
- ☐ **Creativity/Insight**
- ☐ **Relevance**
- ☐ **Credibility**
- ☐ **Sources (number, type, range, quality)**

Measured



Evidence

- ☐ **Portfolios**
- ☐ **Classroom assignments**
- ☐ **Worksheets**
- ☐ **Written work/reports**
- ☐ **Lab reports**
- ☐ **Observation Checklists**
- ☐ **Tests**
- ☐ **Self assessments**
- ☐ **Video/audio reports**

Science Grade 1 Example

	Grade 1
Content Standard: MT Science Standard 1: Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations.	B. Write a testable question with teacher guidance E. Identify the purpose of the investigation
TD Focus: Approach	Students highlight question words and punctuation: model for class, group-generated question, pair-generated questions. Students highlight lesson- specific vocabulary
Sample Task Evidence and Criteria:	Evidence: Student written or dictated question(s) using appropriate question words and vocabulary. Checklist Criteria: 1. Accuracy-correct question words/punct./vocab highlighted 2. Completion-all question words/punct./vocab underlined

October – Secondary TD (1.1) Lesson in Context

Big6 Stage: Task Definition – 1.1 Define the problem

Grade Level: 7-10

GL Objective: Key words – identify and define key words in assignments

Subject Area: Mathematics

Unit Focus: Solving Story Problems

Subject Area Lesson Goal:

Student(s) will use math computations to correctly solve math story problems.

Assessment:

- Evidence: Quiz on keywords, Performance Checklist
- Criteria: Accuracy – aiming for 75% correct

Novice	Nearing Proficient	Proficient	Advanced
Recognize task-related vocabulary and keywords, demonstrating incomplete understanding	Recognize some task-related vocabulary and keywords	Recognize task-related vocabulary and keywords	Make connections between task-related vocabulary and keywords



Task Definition

1.1 Define the information problem

1.2 Identify information needed

Novice	Nearing Proficient	Proficient	Advanced
Identify the topic incompletely and unclearly	Identify the topic incompletely	Identify the topic	Identify and narrow in on the topic
Recognize task-related vocabulary and keywords, demonstrating incomplete understanding	Recognize some task-related vocabulary and keywords	Recognize task-related vocabulary and keywords	Make connections between task-related vocabulary and keywords
Demonstrate a limited sense of the problem or task	Omit important details of the problem or task	Recognize the problem or task	Relate the problem or task to their past experiences
Discuss the steps needed to solve the problem or task, omitting most steps	Discuss the steps needed to solve the problem or task, omitting several steps	Discuss the steps needed to solve the problem or task	Discuss the steps needed to solve the problem or task with insightful dialog
Discuss and identify how many sources are needed.	Discuss and identify how many sources and 1 thing the sources should include (e.g., fact, opinion, graphics, chart)	Discuss and identify how many sources and 2 things the sources should include (e.g., fact, opinion, graphics, chart)	Discuss and identify how many sources and 3 or more things the sources should include (e.g., fact, opinion, graphics, chart)



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REPORT CARD		1	2	3	4
GRADING PERIOD		A			
READING		A			
WRITTEN COMMUNICATION		C			
MATHEMATICS		B			
SCIENCE/HEALTH		B			
SOCIAL STUDIES		A			
ART		A			
MUSIC		C			
PHYSICAL EDUCATION		B			
INFORMATION LITERACY					
Grade Average		B			
Attendance:		48			
Present		8			
Absent		1			
Tardy					
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete					
Student:					
Grade:					Year:

Reported

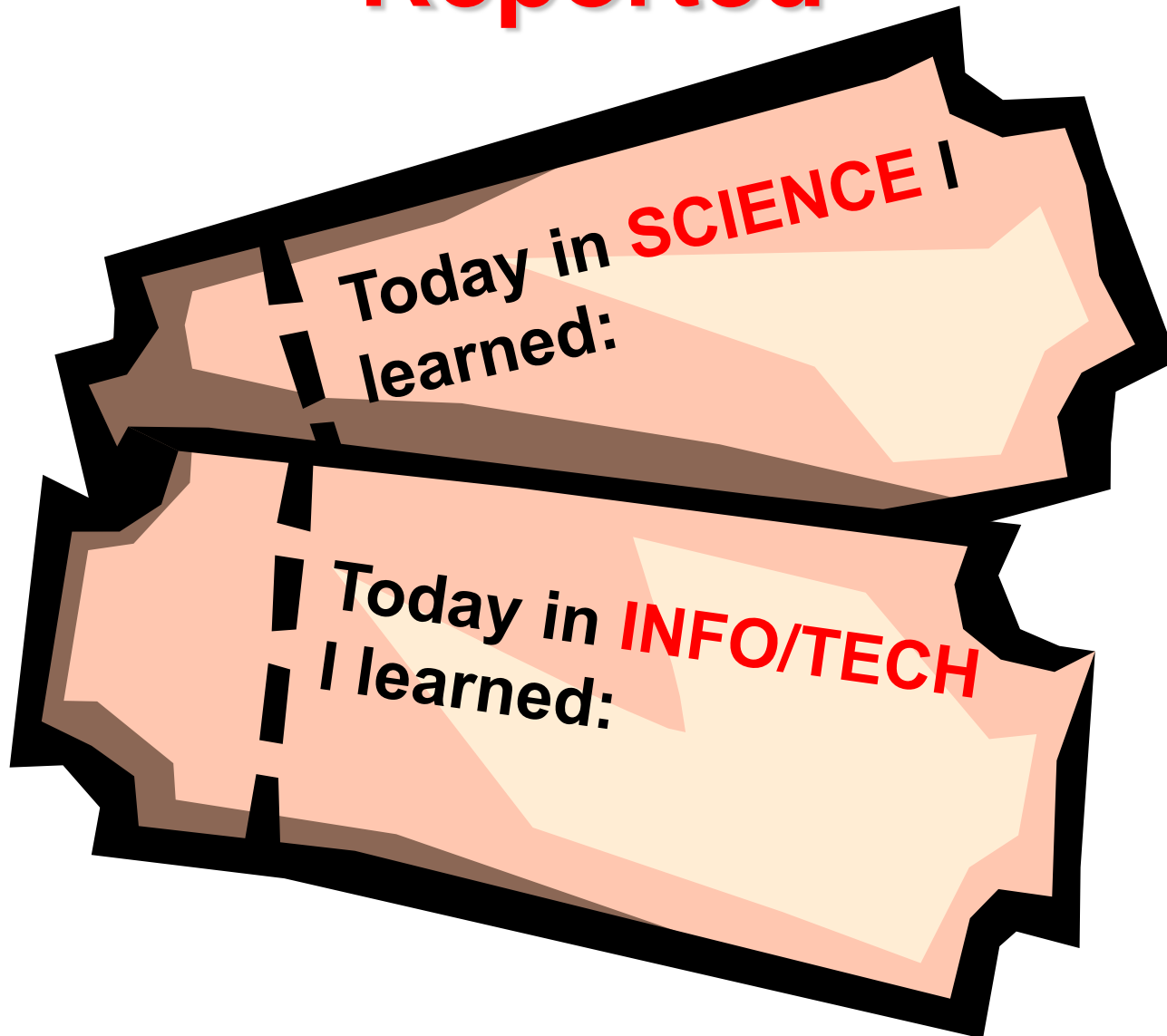
Audience

- ✓ ***Students***
- ✓ ***Other Teachers***
- ✓ ***Administrators***
- ✓ ***Parents***
- ✓ ***Public***

Options

- ☐ **Exit Tickets**
- ☐ **Self-assessment rubrics**
- ☐ **Grades on assignments**
- ☐ **Monthly/quarterly reports about student performance**
- ☐ **Monthly/quarterly reports on the program**
- ☐ **Report card grades**
- ☐ **Displays of student work**
- ☐ _____

Reported





✓ Reported to Students

1.1 Define the information problem

1.2 Identify information needed

My Project	My Ideas
What is the topic of this assignment/project?	
What are some of the keywords you have learned that relate to the topic?	1
List five (5) vocabulary words and (3) keywords	2
	3
	4
	5
What is the big question you are trying to answer about this topic?	
What are some of the things you wonder about the topic?	
What is your plan for answering this big question?	
What sources are you thinking about using?	1
List at least three (3) types of sources.	2
Why do you think those are the best sources to use?	3



✓ Reported to Parents

Sample Message for October

Dear Parents/Guardians:

During the month of October, your student will be working on a variety of projects and assignments. As part of each project, we will be focusing on Stage 1 of the Big Six information problem solving model. You can help reinforce these skills by asking them questions that relate to:

1.1 Defining the topic and problem to be solved, and

1.2 Identifying information needed to solve the problem.

The chart in this message details the skills students will practice and some questions you can ask to help students be successful as they complete assignments and projects.

Please contact me if you have any questions.

Sincerely,
Mrs. Bartow

Students will be able to:	Questions to Ask
Identify the topic	What is the topic of this assignment/project?
Recognize task-related vocabulary and keywords	What are some of the keywords you have learned that relate to the topic?
Recognize the problem or task	What is the big question you are trying to answer about this topic? What are some of the things you wonder about the topic?
Discuss the steps needed to solve the problem or task	What is your plan for answering this big question?
Discuss and identify how many sources and 2 things the sources should include (e.g., fact, opinion, graphics, chart)	What sources are you thinking about using? Why do you think those are the best sources to use?

How you report is as important as what you are reporting.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
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Present	48			
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Tardy	1			
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

Do your current reporting methods clearly communicate

- criteria for success?
- current status?
- evidence of learning?



Summary

- Information literacy is too important to be partial or arbitrary.
- Information literacy *is* an essential curriculum program.
- The comprehensive, 21st century information literacy program must be:
 - ✓ **Defined**
 - ✓ **Predictable**
 - ✓ **Measured**
 - ✓ **Reported**
- *Big6 by the Month* provides the conceptual and practical foundation for planning and delivering the comprehensive information and technology literacy program.



Your Next Steps

Communicate and explain Big6 by the Month to students, other teachers, administrators, and parents.

- ✓ **Develop plans for October – Task Definition month.**
- ✓ **Look ahead to November – ISS month.**
- ✓ **Notes:**

- ☐ _____
- ☐ _____
- ☐ _____

Useful Web Sites

Stage 1: Task Definition



The Big 6 Associates, LLC <http://www.big6.com>

“Big6™ Skills Aligned with Information Literacy Standards” http://janetsinfo.com/Big6_ICTLitStds.htm

“Big6™ Skills Aligned with Common Core Standards” http://janetsinfo.com/Big6_CCSSIStds.htm

“Big6™ Writing Process Organizer” by Barbara Jansen
<http://big6.com/pages/lessons/lessons/big6-writing-process-organizer.php>

“Big6 Assignment Organizer for Grades 7-12” by Barbara Jansen
<http://library.sasaustin.org/assignmentOrganizer.php>

“The Big6 Task Definition Tools in Higher Education” by Ru Story-Huffman
<http://big6.com/pages/lessons/articles/big6-task-definition-tools-in-higher-education.php>

“Big6 Breaking Down Your Assignment” (YouTube video grades 7-9)
<http://www.youtube.com/user/Big6Skills#p/a/u/2/l5x7pdsjgmY>

“What’s Your Topic?” Task Definition Graphic Organizer by Janet Murray
<http://janetsinfo.com/TDgraphic.html>

“Ask Essential Questions” by Janet Murray
<http://janetsinfo.com/ask.htm>

TRAILS Information Literacy Lesson Plans
<http://trails-informationliteracy.wikispaces.com/Lesson+Plans>



Participate:

Google Site

<http://sites.google.com/site/big6xthemonth>

Google Discussion Group

<http://groups.google.com/group/b6month>

▼ Big6 by the Month

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MARCH - Synthesis
APRIL - Evaluation
MAY - Culminating Activities

The Team

News & Posts

Files

Benchmark Dates

Sitemap

Join Our Discussions



Big6 by the Month 2012-13

Recorded Archives

Webinar	Date	URL	Password
Overview	Aug 23	https://vimeo.com/48116782	823B6BMO
Task Def	Sept 6	https://vimeo.com/48808546	0906B6BMTD